

INTERNSHIP AT “EL RECUERDO CDI” UNDER THE PROGRAM MY FIRST  
STEPS FROM UNIVERSITY OF CÓRDOBA

FINAL INTERNSHIP REPORT

MELISSA ZAPATA VARGAS



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES-  
INGLÉS

MONTERÍA-CÓRDOBA

2020

INTERNSHIP AT “EL RECUERDO CDI” UNDER THE PROGRAM MY FIRST  
STEPS FROM UNIVERSITY OF CÓRDOBA

MELISSA ZAPATA VARGAS

*zapatavargasmelissa@gmail.com*

INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF ENGLISH TEACHER

Advisor

Mg. GABRIELLA PUGLIESE DE GONZÁLEZ

UNIVERSIDAD DE CÓRDOBA

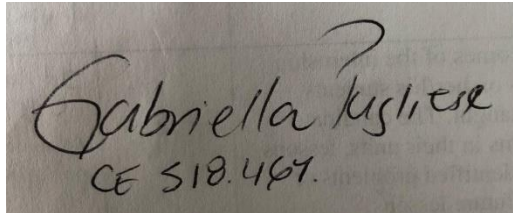
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES-  
INGLÉS

MONTERÍA-CÓRDOBA

2020

**ACCEPTATION PAGE**



Gabriella Pugliese  
CE 518.487.

---

**ADVISOR**



Liliana Valle Zapater

---

**JUROR 1**

**LEONARDO PACHECO**

---

**JUROR 2**

## ACKNOWLEDGMENTS

*“Rejoice always, pray continually, give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”* (Thessalonians 5: 16-18). In first place, I will thank God, for giving me the strength to carry out this degree and guide my path until this point.

I am also grateful with the University for giving me the opportunity to be part of this beautiful Project “my first steps”.

A huge thanks to my advisor, Gabriella for being the most patience, loving and caring teacher I ever had, I could not have done it without you.

Special thanks to my teacher Yanilis, I am sorry we did not meet before, your guidance was invaluable to me.

And thank you Paola, my star editor.

## **ABSTRACT**

This report serves the purpose of explaining the details of my experience while developing my internship held at CDI El Recuerdo. It will envelop the design of the material, the limitations, and the challenges faced during the process.

Students who are willing to graduate from an English Teaching degree at the University of Córdoba, can opt to choose an internship in “my first steps” Project as an option to complete the requirements to graduate. The Project “my first steps” was launched as part of the macro Project “Córdoba Transformada,” led by the University, and it is carried out at CDI El Recuerdo. It usually consists in teaching 2 times a week kids from 3 to 5 years old, but as a consequence of the pandemic, this semester it required changes. The main change was the creation of a unit, and 4 lesson plans that will be used by next interns once the CDI opens again instead of going to develop them ourselves.

The paper shows different aspects such as pedagogies used to design the lessons, per example gamification, which consists in adding game characteristics to real live classrooms. It is divided in 5 sections: introduction, pedagogies, methodology, experience, and conclusions and limitations. The former will be explained later.

## Table of contents

<b><u>1. INTRODUCTION .....</u></b>	<b><u>8</u></b>
<b><u>2. PEDAGOGIES.....</u></b>	<b><u>11</u></b>
2.1. PROJECT BASED LEARNING (PBL).....	12
2.2. GAMIFICATION .....	13
2.3. TOTAL PHYSICAL RESPONSE (TPR).....	15
<b><u>3. METHODOLOGY .....</u></b>	<b><u>17</u></b>
<b><u>4. EXPERIENCE .....</u></b>	<b><u>21</u></b>
<b><u>5. CONCLUSIONS AND RECOMMENDATIONS.....</u></b>	<b><u>27</u></b>
<b><u>6. LIMITATIONS.....</u></b>	<b><u>29</u></b>
<b><u>REFERENCES.....</u></b>	<b><u>30</u></b>
<b><u>APPENDICES .....</u></b>	<b><u>33</u></b>

## Table of figures

<b>Figure 1.</b> <i>Schedule of my daily activities during the internship.</i>	19
<i>Figure 2. Extract from the lesson 1, part: warm up</i>	24
<i>Figure 3. Extract from the lesson 1, part: Core activities</i>	25
<i>Figure 4. Extract from the lesson 1, part: assessment.</i>	26

## **1. Introduction**

According to Shodhganga an internship is “on-the-job training for many professional jobs, similar to an apprenticeship, more often taken up by college and University students during their undergraduate or master degree in their free time to supplement their formal education and expose them to the world of work”. (2020, p.1). In this particular case, students that decide to carry out an internship become teachers in a school or special program endorsed by the University.

This internship was expected to be developed in CDI El Recuerdo, in a neighborhood of the same name in the south of Montería. CDI stands for “Centro de Desarrollo Infantil” (Child care center) and, according to the Colombian Institute of Family Welfare (ICBF for its acronym in Spanish) they are institutions in charge of children’s nourishment, care and first education. They work under government supervision and were established to guarantee vulnerable children’s rights.

The CDI counts with personnel trained to take care of kids from 2 to 5 years, five days a week, from Monday to Friday. This staff is not conformed by teachers but community mothers, and they work by projects instead of following any curricula to educate children. They basically help children to develop cognitive skills such as speaking, walking properly, gross motricity, among others. In CDI “El Recuerdo” they receive around 500 children every day, and I had two classrooms assigned, each one with 15 kids.



This internship was a result of a program called “my first steps” which in turn belongs to a macro Project called “Córdoba transformada”, initiative from University of Córdoba. My responsibility as an intern was to visit the kids, stay with them and develop activities in English, in order to observe if they could acquire any knowledge through strategies outside of a curricula.

The process was supposed to be held up from March to June but, as a consequence of COVID-19 emergency, all places with massive attendance as schools, universities and CDIs were closed in March 16<sup>th</sup> of 2020.

The University board decided that in order to fulfill the requirements to finish my internship and get my degree I had to design a set of lessons to work remotely but as kids are too young and they live in a vulnerable context, this was not possible. Then the instruction was to create the lessons and a unit to stablish a guide for next interns who will go to the CDI after the COVID19 is over. By the time the CDI closed, I had only had two encounters with the kids but those 2 allowed me to identify the type of strategy or pedagogy I wanted to follow to prepare my lessons.

The methods used to gather information were observation and a checklist, and parting from there, it was possible to extract that children love playing. Since they are toddlers they have a lot of energy to carry out a lot of activities that involve moving, jumping and just being active. From workshops I received regarding pedagogies and strategies, Gamification was brought up. This one was the most suitable pedagogy for my case, also it will help me to establish rules in order to catch children's attention without being authoritarian or strict. Gamification is “simply the use of game mechanics to make learning and instruction more fun. It seems *fake* artificial or like a shortcut. It's not...Games give experiences, meaning, they

provide a set of boundaries within a *safe* environment to explore, think and *try things out*” (Kapp, K., 2012, p.21).

I believe this pedagogy will allow children to learn in a naturalistic way concepts in English and will immerse them in the context of the language with specific rules and precepts of behavior, always getting their attention. Also, other pedagogies as Project-Based Learning and Total Physical Response intervened.

## 2. Pedagogies

Being a teacher is not an easy task. There are so many different aspects to consider before planning a class: the age of the student, their prior knowledge of the language, the social context where they are involved, the number of students and so many others aspects that, if not taken into account, will intervene with an optimal development of the lesson. As Griffin states, “knowledge selection for curricula is based on *the private understanding of individual faculty members...*” (2001, p. 37) which means that is teachers’ labor to decide what and how to teach. Hence, in that previous preparation to planning, it is important to choose an adequate pedagogy to direct the class.

A pedagogy is according to Hardman (2007):

a structured process whereby a culturally more experienced peer or teacher uses cultural tools to mediate or guide a novice into established, relatively stable ways of knowing and being within a particular, institutional context, in such a way that the knowledge and skills the novice acquires lead to relatively lasting changes in the novice’s behavior, that is, learning. (p. 65)

The previous definition translates as the choosing of the right process to lead students through learning path. For that reason, in this chapter, the reader will find the lead pedagogy I chose to develop and design the lesson plans, which in this case is gamification, and the pedagogy chosen by Speakers team (all the interns) to design one joint unit, which is Project-based learning (PBL), for next interns at CDI El Recuerdo. Also, we will find other pedagogies that contributed to the creation of the lessons, as Total Physical Response (TPR).

These pedagogies were chosen for the lessons based on the aspects observed regarding kids getting distracted really easily and their lack of discipline at the time of working. Also, PBL is the most suitable pedagogy to adapt the work to the model followed by CDI, which is working by projects.

### **2.1. Project-based learning (PBL).**

This pedagogy was taken into account in order to design the macro unit that involves all the lessons created by all the interns of the program “speakers”. We chose Project-based learning for several reasons: In first place, this is the common strategy or pedagogy community mothers use to direct their lessons; in second place children are really young, between 3 and 5 years old, so they still do not know how to write which reduces options to use other pedagogies. In addition, the Colombian government suggests to work by projects with kids that age, and PBL offers this possibility. Although the cycle of Project-based learning is not completely developed, the lessons are designed to achieve the Project stated in the unit and fulfill the objective of itself.

This pedagogy requires the creation of different projects over a period of time. Projects are complex tasks based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities that culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997). In other words, projects are activities that require a lot of children’s autonomy, more than a lesson to be carried out, and that provide an outcome. Though there are a lot of different definitions for project, I chose the one above since it is the most suitable for the case.

Usually, what community mothers do is teaching children a specific topic, for example, “colors” through songs and different activities that imply repetition so that at the end of the term kids can identify the vocabulary and perform a small presentation singing the song they

have learnt or acting out a presentation. But in order to be called PBL, this pedagogy needs to accomplish five mandatory criteria: the projects needs to include: centrality, driving question, constructive investigations, autonomy, and realism (Thomas, J., 2000). The first one implies that the project cannot have a secondary part in teaching; it has to be the center of it, the vehicle for learning. The second refers to the need of a subtle principle or topic, which the author calls the lead question that will be the thematic children need to learn. The third criterion “constructive investigations,” stands for the difficulty the project must have to represent a challenge for learners. The forth enhances the responsibility each student has of his or her learning and the last one relates with the inclusion of daily live objects and situations.

Working with projects allows having attainable objectives in the form of tasks or activities performed every day. Blumenfeld et al. (1991) refer to the teacher’s obligation to support learning by giving instruction, guiding and making tasks more manageable. By doing so, kids can acquire knowledge piece by piece while connecting that with their reality.

## **2.2.Gamification**

Using games in their regular context allows students to have fun and to perform real-life situations and activities, two factors that, applied to education, can enhance the acquisition of meaningful learning. According to Ruiz “the game becomes the ideal mean to learn because kids find motivation in it...kids learn by developing a fictional reality reason why the fear of failure disappears or reduce... at the same time, a meaningful learning is occurring” (2017, p.16).

Since kids at very young ages feel attracted to games and tend to be more kinesthetic learners, adapting activities to this pedagogy seems truly accurate for this internship. It is also accurate to notice, that at very young ages kids discover their surroundings and context through playing. In words of Gallardo “the game teaches itself a series of mechanisms and develops fundamental attitudes for social development as observation, analysis, intuition and decision

making” (2018, p.5). All necessary abilities for daily life. Games also allow learning by doing which transforms learning in life-lasting.

As a consequence of their age, children from CDI do not know how to write, and some of them still do not know how to speak properly, but they are able to learn songs while playing and following rules in a game; they also enjoy repeating new words as part of role plays, all aspects that will permit them to achieve new vocabulary in the second language. But the key for these activities to succeed lies in the importance that experiences represent for enriching kids’ learning process. According to Kapp “the real value of the game-based mechanics is to create meaningful learning experiences” (2011, p. 22). Which reinforces the idea that Gamification works because kids are being part of something and are experiencing a game that is allowing them to learn.

Other important aspects to take into account are related with its elements: the rewarding system, the rules to follow and especially motivation. Talking about rewarding system, Henry (2015) conducted a study to evaluate the effectiveness of a program stated by Swedish government to motivate students to learn foreign languages. This program consisted in giving them extra points at their Grade Point Average, (GPA) a measure that evaluates students’ performance throughout his academic life, for completing courses in the language of their choosing. The results showed that though some students still choose the extra language because they liked it, there were some others that took them only for the extra points. This study confirms the importance of rewards at the time of learning when using Gamification. Talking about rules, it is necessary to have them to make children understand what they should do and what not. The third element, motivation, is considered the most important, Zichermann & Cunningham (2011) affirm that understanding players’ motivation is paramount to building a successfully gamified system, which means that it is mandatory to know what motivates children to explore it.

This pedagogy grants a better development of the learning process since it works outside of the traditional pedagogies, which allows a more interactive environment. Another important aspect of Gamification or gamified systems regards on its components: Relatedness, autonomy, mastery and purpose. According to González (2017) these elements or mechanics must be included if we want Gamification to work since they are the pillar of motivation, children need to feel there is a purpose in each activity, they need to feel they can relate with what is happening in the classroom and they need to feel they are improving along the course.

Other mechanics in which authors agree are: game-based, a system in which learners engage in an abstract challenge; mechanics, such as badges, points, levels and time; and game thinking, which implies to choose a daily life activity or a regular classroom task and transform it into a gamified one (Kapp, 2011).

I decided to use this pedagogy because I think it will work properly due to its characteristics.

### **2.3.Total Physical Response (TPR)**

According to Asher (1968) “The strategy of total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action” (p.13), the author was the father of this pedagogy, and nowadays this is still the best definition of it. He claimed that listening fluency could be achieved and demonstrated by observing the commands that children obey in a second language. It has proven to be successful and it is still used nowadays, for example Walton (n.d) gives a list of reasons to use TPR:

The pairing of movement with language is innately associated with effective learning, students actively use both the left and right sides of their brains, it works with both small and large groups, it sharpens students’ listening skills, and

students are not required to speak until they are ready to, therefore creating a *safe zone* that greatly lowers inhibitions and stress.

Others reasons offered by Frost (n.d.) are: “TPR works well with mixed-ability classes, which points to all types of learner, and it is very effective with young learners”. All these advantages make TPR as a useful pedagogy to combine with Gamification, since the latter needs to have rules and commands that kids should follow.

I decided to use this pedagogy because when introducing a new topic it is very accurate to make demonstrations to kids while giving commands, and to help them gain simple vocabulary. For example if I am teaching children greetings, by using TPR I will tell the word and ask them to perform the action, waving in this case. Thus, I am connecting a word with an action and creating a meaningful learning for children. Also, according to Richard and Rodgers (cited in Muñoz and Valencia, 2011): “The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills” (p. 91).



### 3. Methodology

This chapter includes the purpose for using the pedagogies mentioned above to develop my lesson plans, it also explains in detail how the process of planning for me was and illustrates the different procedures carried out along this process. It also, explains my personality as teacher and the reasons for choosing Gamification as my base.

For starters, I decided to use Gamification because of my personal experience, as I have been a learner my whole life, I have had a lot of different teachers and the classes I have enjoyed the most are the ones that included gamified activities (which now I recognized as such) with rewards and competition on them. So, taking into account that I've been in children's shoes I can relate with the need of receiving interesting and fun classes. Now that I am a teacher, I consider myself as tender and friendly, I love children, and I enjoy playing with them and teaching them different topics, it feels truly rewarding when kids correspond my dedication to them.

I enact 3 mandatory rules in all my classrooms: respect your teacher and your partners, under no circumstance discrimination is allowed, and you can always come to me for help. I embrace the idea in my students that I am a person just like them, so I always give them examples using my personal information to eliminate that picture kids tend to have of their teacher being a mighty entity. I want them to feel they matter, reason why I learn every single one of their names. I also like to enforce them to work which is why I use rewards, for example if I have a kid that gets distracted easily I assign him or her a task as "leader of row" or I ask him/her to write for me a list of students that are misbehaving; if he/she behaves as I requested for an amount of time I will award him/her with something as an external motivational factor.

Regarding this particular experience, I was supposed to work in site with really young children at CDI El Recuerdo, but everything changed and I had to plan lessons for next interns. It was a whole new field to me since I had always shared time with my students, planned classes based on their likes and their preferences and designed materials to make a lot of activities.

Then, what I was trying to achieve was to take advantage of the information I gathered using the checklist designed by team speakers (appendix 1). From the 2 encounters I had with the kids, I designed activities that employ gamification as the mean to immerse them in an English context in the most fun and naturalistic way possible. To do that, the first thing to do was, along with my team speakers and our advisors, design a unit (appendix 2) that specifies all the necessary information such as contents, teaching points, basic learning rights and dimensions to take into account. Regarding those dimensions, we set: motor, linguistic and corporal, since it is not recommended to work with performance indicators with young children. Second, the unit follows PBL pedagogy because it presents a global project translated as a presentation at the end of the term where children will perform different acts according to their ages and skills, in English, with the topics they learnt. With that in mind, all the lessons include games, singing songs and small choreographies. Third, the unit covers all of our lessons in PBL pedagogy since they are designed to fulfill the objective of the Project and from there, each one of us chose an approach to carry on.

After choosing our one, we started designing our lessons by the same format or specifications: a warm up, core activities, closure, evaluation and assessment. In my case all the lessons were oriented by Gamification and my personal style, so in the warm up my classes begin with the teacher taking out her “magic hats” and delivering them to kids in order to enter to English World. This is my way of setting the tune for the class. The use of hats permits to catch children’s attention because it is something different from everyday life.

For core activities, the lessons develop the topic of the day through vary activities, the idea here is the kids acquire a small vocabulary by watching a video of a song and then trying to sing it on their own, after that to check if they got the vocabulary, I ask them to greet their partners in English for example, if they cannot do it, I will play the song again and show them how to do it so that they can assimilate that concept. This part of the lessons focuses on that: children getting familiar with a topic and putting in into practice. The teacher works as a guidance at the beginning but then kids will be autonomous in the performance of the activity.

The next part of the lesson is the closure, where I evaluate if the kids really understood the topic, for that an informal evaluation is carried out: it can be a song, an act out, a game where they have to use the vocabulary, it will vary. This specific stage allows me several things: first, it lets me see whether the kids learnt or not; second, it allows me to evaluate the complete lesson, did it work or not?; and third it shows me what aspects should be taken into account for further lessons and what changes are needed.

All 4 lessons are planned to last one hour each, and they are to be applied twice a week with both groups. Next we can find my schedule during the lasting of this internship:

Figure 1. *Schedule of my daily activities during the internship.*

	UNIVERSIDAD DE CÓRDOBA				
	FACULTAD DE CIENCIAS HUMANAS				
	CRONOGRAMA DE ACTIVIDADES PROGRAMA "SPEAKERS"				
	CÓRDOBA TRANSFORMADA				
	Estudiante:		Melissa Zapata Vargas		Fecha:
Asesor:		Gabriella Pugliese			
WEEKLY ACTIVITIES					
Lunes	Martes	Miércoles	Jueves	Viernes	
Lesson planning	Online course( Future learn)	Workshop with Speakers Coordinator	Online course ( Universidad Católica del Norte)	Trabajo en el curso virtual Scolartic 08:00am - 11:00am	
		Meeting with advisor			

Source: The author.

In the next chapter, I will discuss it further and talk about the online courses I took and the workshops we (all the interns) had with Speakers' coordinator.

## **4. Experience**

The experience of working with young children at the CDI was something I was truly looking forward. As I enjoy being around kids, I was excited of starting this new path, but unfortunately it did not turn out that way. As a consequence of the pandemic, the internship had to change and a new challenge started: designing lessons the most technological possible for kids. In first place, since the CDI is located in a vulnerable zone of the city, most people do not have neither access to internet nor gadgets to do it, which was the first obstacle to achieve the goal. In second place, the age of the kids prevent them from working remotely because they cannot handle any technological device by themselves, which was the second obstacle. So it was decided that we would design lessons that included the use of video beam, speakers and computer, but to be developed when the CDI opens again.

In order to start designing the lessons I had to study beforehand a lot of pedagogies to see which one was the most suitable for me, thanks to the workshops (appendix 3) we all received from Teacher Gabriella Pugliese (Speakers' program coordinator) I could learn which pedagogy was the one that would work for me, which was Gamification. I also did online courses to immerse in my chosen pedagogy and design the unit with my team speakers and my four lessons. That previous preparation is detailed next.

### **4.1. Online courses and workshops**

To use accurately Gamification and design my lessons, I took an online course called "Introduction to Gamification" (appendix 4) with Scolartic, which is an online page that offers a lot of free certifiable courses. The course is wide and explains the learner about the different types of player and their motivations, mandatory aspects to take into account if we want a

gamified classroom to work, because it is important that our classes aim to englobe all types of players. Next, the course teaches you the need to define the objective and the public of the gamified system. It also explains the mechanics of the game: how does it work? Does it has badges, levels, prizes and surprises? Then the course reinforces the importance of creating a history or another reality to immerse the players in, it also suggests the game should include the possibility to advance and the most indispensable characteristic: it has to be fun. After finishing that rewarding and interesting course a whole new world opened in front of my eyes, so I started thinking how I could turn a regular classroom for young children in a gamified system, especially because of their age. That idea took me to the next online course I took: English in Early Childhood.

This one is offered by the platform “Future learn” which provides different courses from a variety of universities and cultural institutions such as British Council and The Institution of Engineering and Technology. As we only do practicum in primary and secondary I did not know how unrelated it is to teach young children, so I needed some extra information. In first place, I discovered that it is acceptable whether kids don’t participate all the time, because not all kids are extroverted; the most remarkable aspect is being able to construct an environment so secure and trustful they will all participate when they feel it. In second place, I realized it is more important to connect emotionally with them so that they wish to interact and just play with us. In third place, kids need to be kids; at their age all they want to do is play and discover the world through playing, so having really strict and severe rules wouldn’t be of so much help. To sum up, the biggest learning I took out from this course is that sometimes is satisfactory to just let kids learn on their own terms: if the kid likes drawing, that is agreeable; if the kid likes singing, that is okay; these means that we cannot force them to learn in the way we wish they did but support them in the one that they chose.

There were 4 workshops: Three of them; designing children activities, framing resources and useful ideas for teaching children; helped me a lot to keep in mind factors that should be clarified in a classroom. In the first one we learned about activities to use with young children, things like hand-painting, Simon says, chants and reading easy stories, the common factor is that they should be kinesthetic, to keep children's attention. In the second one, we learnt about which materials we should use, such as: finger puppets, cardboard, pieces of paper, and paint. The third one offered advices and the most memorable one is that we need to play with the kids on the floor, get our hands dirty with paint, we need to fully commit to interact with them, so that they feel a trustful and relax environment apt to learn in. The forth workshop was academic type: writing elements, it consisted in detailed instructions at the time of writing an academic paper.

#### **4.2. Unit and lessons design**

To design the unit, the team speakers researched pedagogies to find the most suitable for the case, and we decided to use PBL because it is the pedagogy used in the CDI and, also according to Colombian decree 2247 kids in preschool ages should be taught following this pedagogy.

The unit follows clear Basic learning rights according to children's age as recognize simple phrases, repeats and participate actively, and associates images or movements with words in English. This unit englobes all interns' lessons and states the topics to use. Parting from there I chose to start teaching greetings, as a mechanism of changing kids' chip as soon as the class is about to start. The idea is that kids will learn "hello" and "bye" since these two are the simplest greetings. The next images show one of my lessons and I will proceed to explain it.

The objectives are based on the lesson points and they present a level of difficulty in accordance with kids' age. As I said before, the unit follows a PBL strategy, reason why in all the lessons the Project is stated. Next, the lesson presents the warm up:

Figure 2. Extract from the lesson 1, part: warm up



**TEACHER:** Melissa Zapata    **INSTITUTION:** CDI El Recuerdo    **GROUP:**  
**HOURS/WEEK:**    **UNIT TITLE:** JUEGO Y APRENDO    **LESSON DATE:**    **TIME:**

UNIT PROJECT	Objectives	Lesson Teaching Points
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> <li>Reconoce el vocabulario “hello” y “bye”.</li> <li>Reconoce que el vocabulario es en inglés.</li> <li>Entiende que la clase de inglés ha comenzado.</li> </ul>	Hello and bye

Warm-up	You will need	During
La idea de la profesora con este salón es crear “el mundo de inglés” motivo por el cual en esta primera clase, le entregará a cada niño un sombrero que deben usar sólo mientras estén en la clase de inglés, dicho sombrero les permite acceder al mundo. Entonces, al iniciar cada clase los niños deberían buscar su sombrero y ponérselo. ( La idea es el primer día llevar cositas, un cartel con “English world”, los sombreros, decoraciones alusivas al inglés)	Sombreros de cartón Carteles Objetos alusivos al inglés	15 Min

Source: The author

As my pedagogy is Gamification, the warm up in the first lesson will be the setting of the environment. In order to do so the teacher will have to take a poster, explain to the kids that they will use hats to participate in a new game called “English world”, and that they need to do tasks to win each level. Every topic will be a different level, and they can win it by learning





won the first part of the level. In the next stage they will have to sing the song the most accurately possible among their possibilities.

Figure 4. *Extract from the lesson 1, part: assessment.*

<p><b><u>Assessment</u></b></p> <p>La profesora les muestra a los niños el movimiento de la mano para saludar y les pregunta “¿cómo se dice <i>hola</i> en inglés?” y para superar la primera prueba de este nivel deberán responder “<u>hello</u>” y saludar con la mano.</p> <p>Al final, la profesora cantará la canción con los niños y se despedirá usando el vocabulario aprendido. De esta forma evaluará si los niños se aprendieron la canción.</p>	<p>Teacher’s voice</p> <p>Video beam</p> <p>Speakers</p>	
--	--	--

Source: the author.

As the idea is to engage children with learning English, they will win the level no matter how their performance of the song is, and next class they will have to repeat it again to enhance it with time.

TPR pedagogy works closely with Gamification due to the fact that the teacher needs to give commands and kids have to follow them, as in the case of asking for the word in English of “hola”. Whenever the teacher gives instructions in English and shows student the action they should perform in English, he/she is using TPR. For next lessons the idea is that kids keep practicing the songs of and activities of each lesson so that the teacher will choose the one they learn best for the final presentation.

To sum up, this internship was totally different from what I was expecting but better in some other ways. Though I have always liked children I did not know about how to teach them, and this experience allowed me to discover this new world, it also permitted me to learnt about Gamification, a pedagogy I will like to deeper on.

## **5. Conclusions and recommendations**

This internship was something quite different from what I was expecting. Though I did not have the opportunity to share with the kids and prove myself as their teacher, I did learn many other things. In first place, I think the ground of teaching young children is underrated. There exists a huge opportunity to form bilingual citizens, since it is easier for kids to acquire a second language when they still do not have predisposition nor doubts towards the language. In second place, this is no easy task. While I was doing my online courses about how young children learn, I discovered that it is a demanding and time consuming task that should be developed in small classrooms to succeed. In third place, I had the opportunity to plan interesting lessons to help kids learn English, even though I did not have the opportunity to apply them. All in all, there were different things I rescue from this internship.

For instance, the aspect I cherish the most is the discovery of Gamification. Something I always wanted to do was having didactic, fun and entertaining classes. I never wanted my students to feel bored with learning English, and this pedagogy consents the delivery of knowledge in a rare, out of the box manner. It also works for teaching no matter the age of learners since everyone likes games. Another aspect I highlight from this experience is the discovery of free online courses, I was pleased to find different platforms that allowed me to study for free. Even though they don't certify the course unless I pay a fee, the knowledge stays with me.

Those courses and the workshops I received from the coordinator of the Project were enlightening in reference to teaching young children. This, due to the fact that the career does

not offer any training in this aspect. The broader implications of acquiring a second language at the ages of 3 to 5 years are highly delicate and need further analysis.

The next aspect I underline is the value of learning different pedagogies in the degree. It would be more fruitful to learn a varied group of strategies unlike from the traditional ones.

My recommendations rely on the importance of the person who will implement these lessons and the improvement of the English program. It should be a teacher who understands how Gamification works and is also willing to study and learn about it. He or she should sponsor the development of an accurate classroom environment with the elements of a gamified classroom as well. Concerning the part of formation as teachers, I strongly suggest the need of including in the degree at least one subject related with teaching young children and how they learn, because it was pretty clear to me that I did not have the foundations for doing it, only in terms of language and nothing else. New and innovative pedagogies should also be taken into account.

## **6. Limitations**

The greatest limitation presented was the situation caused by the pandemic. This made it impossible to carry out a regular internship and for that reason, I had to design 4 lessons that will be applied when everything comes back to normality. It was also a setback to me, since I was looking forward to work with young children.

There were still some others: in the beginning, I was requested to create remote lessons, nevertheless kids are so young that they would not be able to attend classes by themselves; also the CDI is located in a vulnerable zone of the city, which translates into a lack of technological resources that would not allow their parents to help them.

Another limitation faced had to do with the little knowledge I had in the field of teaching young children. I had to investigate a lot, take online courses, and receive guidance from the coordinator of the program. They all dealt with aspects that should be taken into account before next internship starts.

## References

- Asher, J. (1968). The total physical respond method for second language learning. *The modern language journal*, 53(1), 3-17.
- Blumenfeld, P., Solloway, E., Marx, R., Krajcik, J., Guzdial, M. & Palincsar, A. (1991). Motivating Project-Based Learning: Sustaining the doing, supporting the learning. *Educational psychologist*, 26(3-4), 369-398
- Buck Institute for Education. (n.d.) What is PBL? PBL works.  
<https://www.pblworks.org/what-is-pbl>
- Frost, R. (n.d). *Total physical response*. British Council teaching English.  
<https://www.teachingenglish.org.uk/article/total-physical-response-tpi>
- Gallardo, J. (2018). Teorías del juego como recurso educativo. *IV Congreso Virtual Internacional sobre Innovación Pedagógica y Praxis Educativa INNOVAGOGÍA 2018*.  
[https://www.researchgate.net/publication/324363292\\_TEORIAS\\_DEL\\_JUEGO\\_COMO\\_RECURSO\\_EDUCATIVO](https://www.researchgate.net/publication/324363292_TEORIAS_DEL_JUEGO_COMO_RECURSO_EDUCATIVO)
- Griffin, G. (1990). Curriculum decision making for teacher education. *Theory into practice*, 29:1, 36-41. [https://doi: 10.1080/00405849009543428](https://doi.org/10.1080/00405849009543428)
- Hardman, J. (2007). Researching pedagogy: an Activity Theory approach. *Journal of Education*, No. 45, 2008.  
[http://joe.ukzn.ac.za/Libraries/No\\_45\\_Dec\\_2008/Researching\\_pedagogy\\_an\\_Activity\\_Theory\\_approach.sflb.ashx](http://joe.ukzn.ac.za/Libraries/No_45_Dec_2008/Researching_pedagogy_an_Activity_Theory_approach.sflb.ashx)

- Henry, A. (2014). Rewarding foreign language learning: effects of the Swedish grade point average enhancement initiative on students' motivation to learn French. *The Language Learning Journal*. <https://doi:10.1080/09571736.2013.853823>
- Jones, B., Rasmussen, C., & Moffitt, M. (1997). *Real-life problem solving: A collaborative approach to interdisciplinary learning*. American Psychological Association
- Kapp, K. (2012). *The Gamification of Learning and Instruction: Game-based Methods and strategies for training and education*. Pfeiffer.
- Muñoz, M. & Valencia, M. (2011). *Teaching English vocabulary to third graders through the application of the total physical response method*. Universidad Tecnológica de Pereira.
- Palomino, P. T., Toda, A. M., Oliveira, W., Cristea, A. I., & Isotani, S. (2019) .  
Narrative for gamification in education: why should you care?. In *2019 IEEE 19<sup>th</sup> International Conference on Advanced Learning Technologies (ICALT)* (Vol. 2161, pp. 97-99). IEEE. [https://www.researchgate.net/publication/335570867\\_Narrative\\_for\\_Gamification\\_in\\_Education\\_Why\\_Should\\_you\\_Care](https://www.researchgate.net/publication/335570867_Narrative_for_Gamification_in_Education_Why_Should_you_Care)
- Ruiz, M. (2017). El juego: una herramienta importante para el desarrollo integral del niño en Educación infantil. Universidad de Cantabria.  
<https://repositorio.unican.es/xmlui/bitstream/handle/10902/11780/RuizGutierrezMarta.pdf?sequence=1>
- Shodhganga (2020). Introduction of internship. Shodhganga.  
[https://shodhganga.inflibnet.ac.in/bitstream/10603/21611/8/08\\_chapter%201.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/21611/8/08_chapter%201.pdf)
- Thomas, J. (2000). A review of research on project-based learning. Retrieved from:  
[https://tecfa.unige.ch/proj/eteach-net/Thomas\\_researchreview\\_PBL.pdf](https://tecfa.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf)

Walton, E. (n.d). An introduction to total physical response (and four activities to try).

*Teacher zone blog.* <https://www.ef.com/wwen/blog/teacherzone/total-physical-response-efl-classroom/>

Zichermann, G. & Cunningham, C. (2011). *Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps O'Reilly Series*. O'Reilly Media, Inc.



## Appendices

### CHECKLIST

STATEMENT	ALWAYS	USUALLY	HARDLY EVER
Students recognize their English teacher			
Students follow instructions.			
Students pay attention to the teacher			
Students respond to teachers' modeling			
Students physically and verbally respond to teachers' modeling.			
Students repeat when it is necessary.			
Students show a positive attitude towards the English class.			
Students show interest in the activities proposed by the teacher.			
Students respect their partners and participate in group activities.			

Appendix 1. Checklist to diagnose the students

## UNIT PLAN

**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**  
**Comité de Práctica Pedagógica**  
**UNIT PLAN**

**PROYECTO MIS PRIMEROS PASOS-SPEAKERS EN EL CDI EL RECURSO**

**UNIT TITLE:** JUEGO Y APRENDO **MODULE:** 1 **NUMBER OF LESSONS:** 4 **TOTAL TIME:** 8 hours

<b>Basic Learning Right(s):</b> -Reconoce normas sencillas -Asocia imágenes con sonidos de palabras - Identifica, repite y utiliza palabras asociadas con su entorno inmediato - Comprende y responde preguntas muy sencillas sobre sus datos personales, tales como su nombre, edad y color preferido.	<b>Module Goal:</b> Los estudiantes siguen instrucciones de la dinámica de la clase de inglés al participar en juegos individuales y grupales.	<b>Language functions:</b> Greeting  Saying goodbye  Expressing likes  (limited to the age, context and previous knowledge)	<b>Objectives:</b>  Los estudiantes siguen normas en inglés  Los estudiantes participan en juegos individuales y grupales.  Los estudiantes siguen instrucciones sencillas
TASK/PROBLEM/PROJECT	Dimensions	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
<b>Project:</b> Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<b>Corporal:</b> Los estudiantes utilizan el lenguaje corporal para expresar las acciones e instrucciones aprendidas  <b>Lingüística:</b> Los estudiantes verbalizan sonidos y palabras en inglés.  <b>Motora:</b> Los estudiantes desarrollan habilidad de motricidad fina y gruesa a través de las actividades propuestas.	Colors  Numbers  Shapes  Animals  (limited vocabulary)	<b>Hands-on activities:</b> -Decoración figuras para identificar colores, animales y objetos. -Hacer uso de los sentidos para participar activamente de la clase. <b>Outdoor and indoor games:</b> -Realización de juegos y rondas para el reconocimiento de instrucciones -Escuchan cuentos (story telling) con el apoyo de títeres de dedos (finger puppets) y videos para participar activamente en la historia. <b>Listening activities:</b> -cantar canciones para aprender el vocabulario, identificarlo y pronunciarlo adecuadamente a través de videos o grabaciones.
<b>ASSESSMENT: Formative assessment</b>  La evaluación formativa estará presente durante toda la sesión ya que se mide la participación activa de los niños. (de acuerdo a la rúbrica propuesta)			
<b>RESOURCES AND MATERIALS:</b>  Pictures  Video beam  Online resources			
<b>OBSERVATIONS AND COMMENTS:</b> Some stages of the class will vary according to the groups and needs.			

Appendix 2. The unit designed with Project Based Learning

### WORKSHOPS

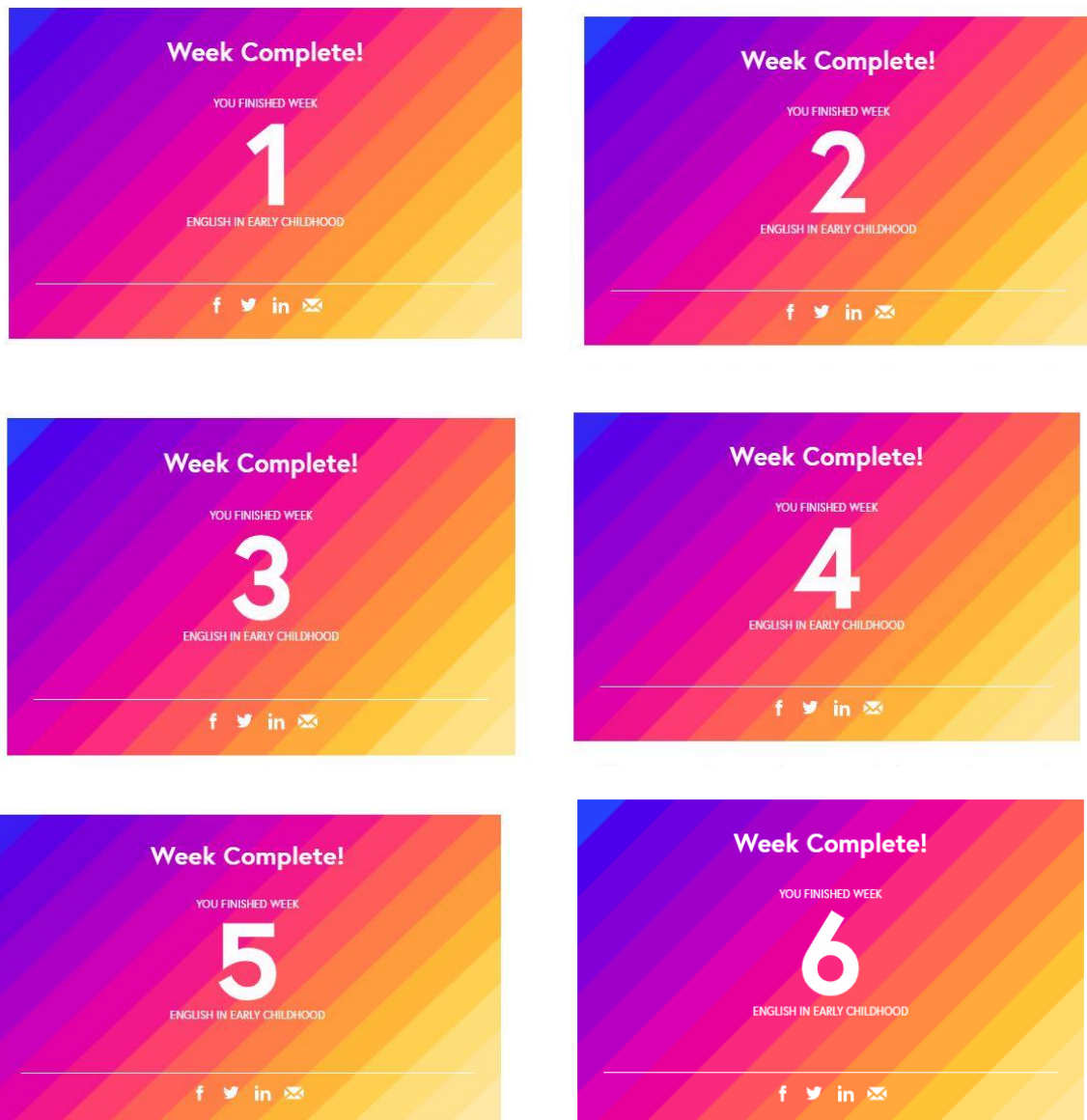
Name of Workshop	By	Description
Designing children activities	Gabriella Pugliese	Activities according to kids' age
Writing elements	Gabriella Pugliese	Tips and examples on how to write references
Framing resources for kids	Gabriella Pugliese	The appropriate materials to work with children in early childhood
Useful ideas for teaching children	Gabriella Pugliese	Presentation about different pedagogies we could use to develop our lessons.

Appendix 3. The workshops I received before planning the lessons.

## ONLINE COURSES

1.

- **Name:** English in early childhood
- **Duration:** 6 weeks
- **Offered by:** British council through Future learn



Appendix 4. Course English in early childhood.

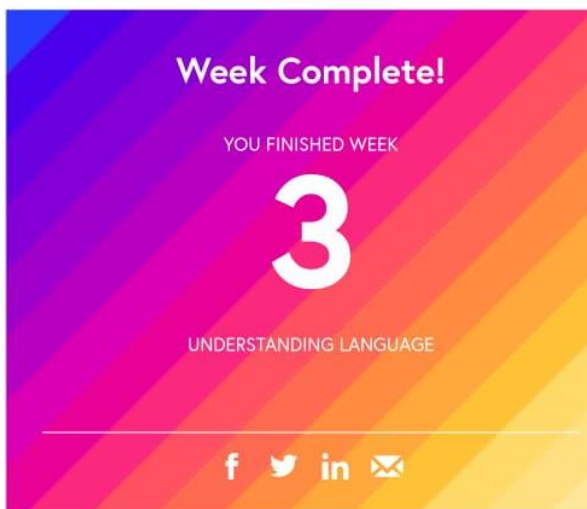
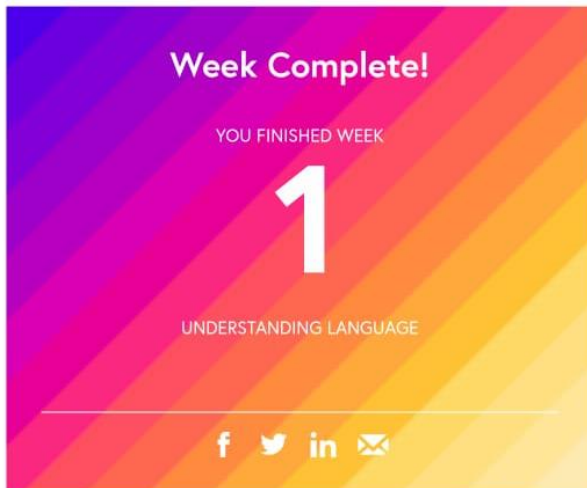
- **Small description:** The course is divided into steps or things to do, each week has 20 of them. It asks you to see some videos where the specialist are talking and

then it asks you to give an opinion. They talk about how children learn, what to observe in them, how to plan a class, what to include, how children acquire language, the importance of playing in learning, how to build communication with children and a lot of other aspects.

- **My opinion:** I loved this course. It helped me to solve a lot of doubts I had regarding my performance with children, it is easy to follow, it doesn't require a lot of time to move forward, and it is really complete. The part I enjoyed the most is how they underline the importance in just connect with the kids and learn to know them, it also shows a lot of examples of places where kids are learning English at the same age that kids from CDI and with the same intensity every week( two times).

2.

- **Name of the course:** Understanding language
- **Duration:** 4 weeks
- **Offered by:** University of Southampton through Future Learn



Appendix 5. Online course “Understanding language”.

- **My opinion:** This is the most complete course I have ever done in such a short time. It approaches a wide range of thematics from what is language, through how do people acquire it. It also explains in a clear and concise way Task based learning approach and CLIL. I enjoyed the course, it was my opportunity to finally understand Content and Language integrated learning.



3.

- **Name of the course:** Introduction to Gamification for teachers
- **Duration:** 40 hours
- **Offered by:** Scolartic

### Jugamos para aprender



#### Jugamos para aprender

- Introducción a la gamificación
- Juego y aprendizaje
- Jugar, juego y gamificación
- Gamificación en la historia
- Actividad de autorreflexión
- Psicología y juego
- Los juegos como cultura y la industria del videojuego
- Los tipos de jugador
- Resumen Módulo 1
- Aprendemos jugando
- Cuestionario de evaluación Módulo 1

### Introducción al diseño de juegos



#### Jugamos para aprender

#### Introducción al diseño de juegos

- Introducción, Objetivo y público
- Creatividad y narrativa
- Spin Off Narrativa
- Actividad P2P
- Dinámicas y Mecánicas
- Sentido y propósito
- Un propósito muy serio: divertir
- Resumen Módulo 2
- Diseño de juegos
- Cuestionario de Evaluación Módulo 2

## Elementos de juego de nivel básico



Iniciar

- Jugamos para aprender
- Introducción al diseño de juegos
- Elementos de juego de nivel básico
  - Reglas, restricciones y objetivo.
  - El átomo de juego
  - Actividad de autorreflexión:
  - Onboarding
  - Avatares
  - Puntos, medallas y rankings I
  - Resumen Módulo 3
  - Componentes de juego de nivel básico
  - Cuestionario de evaluación Módulo 3

## Elementos de juego de nivel avanzado



Iniciar

- Jugamos para aprender
- Introducción al diseño de juegos
- Elementos de juego de nivel básico
- Elementos de juego de nivel avanzado
  - Puntos, medallas y rankings II
  - Player journey y el poder de las sorpresas
  - Spin Off. Viaje del Jugador
  - Actividad de autorreflexión
  - Equilibrio y flow
  - Más componentes de juego
  - Estética y emoción
  - Resumen Módulo 4
  - Componentes de juego nivel avanzado
  - Cuestionario de evaluación Módulo 4
- Manos a la obra
- Cómo aprender más



## Manos a la obra



Iniciar

- [Jugamos para aprender](#)
- [Introducción al diseño de juegos](#)
- [Elementos de juego de nivel básico](#)
- [Elementos de juego de nivel avanzado](#)
- Manos a la obra**
  - Narrativa: el viaje del héroe
  - Fases de un proyecto de gamificación
  - Spin Off. Juego formativo o Sistema gamificado
  - Actividad P2P
  - Gamificación en el aula
  - Competición, tests y PBL en el aula.
  - La experiencia de jugador
  - Resumen Módulo 5
  - Manos a la obra
  - Cuestionario de evaluación Módulo 5
- [Cómo aprender más](#)

## Cómo aprender más



Iniciar

- [Jugamos para aprender](#)
- [Introducción al diseño de juegos](#)
- [Elementos de juego de nivel básico](#)
- [Elementos de juego de nivel avanzado](#)
- [Manos a la obra](#)
- Cómo aprender más**
  - Cultura de gamificación
  - Herramientas
  - Ejemplos, ejemplos y más ejemplos
  - Qué importante es la comunidad
  - Aplicación
  - Resumiendo
  - Cuestionario evaluación Módulo 6

4.

- **Name of the course:** Teach online
- **Duration:** 14 hours
- **Offered by:** Universidad Católica del norte



Appendix 7. Course “Enseñar en la virtualidad: Competencias y habilidades para docentes en ambientes virtuales de aprendizaje”

- **My opinion:** Though this course is not exactly accurate for the internship, I did find it as a very useful tool for emerging ourselves in remote teaching. It basically take us through all the things to consider when starting to teach an online course, also it shows different free tools we can use as educaplay.

## LESSON PLANS

### PROGRAMA CÓRDOBA TRANSFORMADA - MIS PRIMEROS PASOS Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés LESSON PLAN

1.

TEACHER: Melissa Zapata INSTITUTION: CDI Los Recuerdos GROUP:  
HOURS/WEEK: 2 UNIT TITLE: Juego y aprendo LESSON DATE: TIME: 1 hour

<b>GENERAL PROJECT</b> Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<b>Objectives</b> - Reconoce los colores primarios en inglés.	<b>Lesson Teaching Points</b> - Yellow, red and blue.
<b>Warm-up</b> <ul style="list-style-type: none"> <li>- La profesora sacará su sombrero, saludará en inglés y le pedirá a los niños que busquen los suyos para entrar al "English world"</li> <li>- La profesora irá con los niños a la sala de proyección a ver la canción "primary colors" varias veces para familiarizarse con el tema.  <a href="https://www.youtube.com/watch?v=L6z7x0v-d04">https://www.youtube.com/watch?v=L6z7x0v-d04</a> </li> </ul>	<b>You will need</b> Sombreros Sala de proyección	<b>During</b> 20 min
<b>Core activities</b> <ul style="list-style-type: none"> <li>- La profesora les explica a los niños que "los primary colors" son el segundo nivel que deben superar en el "English world" y que para eso deben hacer todas las actividades a continuación.</li> <li>- Se pintará en un papel periódico un círculo gigante de cada color (blue, yellow and red)</li> <li>- Se les dará papel a los niños de cada color para rasgar y se les pedirá ubicarlo en el círculo del mismo color. La idea es que con esta actividad trabajen en la motricidad fina mientras aprenden a identificar colores en inglés.</li> </ul> <b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>- A continuación, para vencer el nivel de los colores, los niños deberán saltar hacia el papel del color cuando la profesora diga, por ejemplo "yellow" y todos corren hacia el papel de ese color.</li> </ul>	Papel periódico y pintura  Papel barrilete	10 min  15 min

Appendix 8. Lesson plan # 2, "Colors"

2.

**PROGRAMA CORDOBA TRANSFORMADA - MIS PRIMEROS PASOS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**  
**LESSON PLAN**

**TEACHER:** Melissa Zapata      **INSTITUTION:** CDI Los Recuerdos      **GROUP:**  
**HOURS/WEEK:**      **UNIT TITLE:** Juego y aprendo      **LESSON DATE:**      **TIME:** 1 hour

<b>GENERAL PROJECT</b>	<b>Objectives</b>	<b>Lesson Teaching Points</b>
Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 words) y el conocimiento de la lengua durante las sesiones del proyecto.	<ul style="list-style-type: none"> <li>- Reconoce algunas partes del cuerpo en inglés.</li> <li>- Memoriza algunas partes del cuerpo en inglés.</li> </ul>	<ul style="list-style-type: none"> <li>- Family members (mother, father, brother, sister, grandmother, grandfather)</li> </ul>

<b>Warm-up</b>	<b>You will need</b>	<b>During</b>
<ul style="list-style-type: none"> <li>- La profesora sacará su sombrero, saludará en inglés y le pedirá a los niños que busquen los suyos para entrar al "English world"</li> </ul>	Sombreros	5 min

<b>Core activities</b>		
<ul style="list-style-type: none"> <li>- La teacher lleva a los niños a la sala de video y les cuenta que continúan en el cuarto nivel del "English world" el nivel de "Family members" a continuación les proyecta este recurso educativo <a href="https://es.educaplay.com/recursos-educativos/4145652-juego_de_memoria_family_members.html">https://es.educaplay.com/recursos-educativos/4145652-juego_de_memoria_family_members.html</a> en el que deben encontrar las parejas de familias mientras les menciona los miembros en inglés.</li> </ul>	Sala de video  <u>Speakers</u>	15 min
<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>- Después de practicar nuevamente los miembros de la familia con el juego anterior, la profesora le pide a los estudiantes observar unas diapositivas con imágenes de miembros de la familia, la idea es que cuando vean cada foto respondan a la pregunta "who is this?", "¿quién es?" en inglés</li> </ul>		20 min

Appendix 9. Lesson plan #3 "Family members"

3.

**PROGRAMA CORDOBA TRANSFORMADA - MIS PRIMEROS PASOS**  
**Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés**  
**LESSON PLAN**

**TEACHER:** Melissa Zapata      **INSTITUTION:** CDI Los Recuerdos      **GROUP:**  
**HOURS/WEEK:** 2      **UNIT TITLE:** Juego y aprendo      **LESSON DATE:**      **TIME:** 1 hour

<p><b>GENERAL PROJECT</b></p> <p>Presentación en acto cívico a través de demostraciones propias de su edad, tales como canciones, juegos, dinámicas para demostrar el uso del vocabulario adquirido (5 <u>words</u>) y el conocimiento de la lengua durante las sesiones del proyecto.</p>	<p><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>- Reconoce algunas partes del cuerpo en inglés.</li> <li>- Memoriza algunas partes del cuerpo en inglés.</li> </ul>	<p><b><u>Lesson Teaching Points</u></b></p> <ul style="list-style-type: none"> <li>- <u>Partes del cuerpo</u> (heads, shoulders, knees and toes)</li> </ul>
--	--	---

Warm-up	You will need	During
<ul style="list-style-type: none"> <li>- La profesora sacará su sombrero, saludará en inglés y le pedirá a los niños que busquen los suyos para entrar al "English world"</li> </ul>	Sombreros	5 min

<p><b>Core activities</b></p> <ul style="list-style-type: none"> <li>- La teacher lleva a los niños a la sala de video y les cuenta que el cuarto nivel del "English world" es el nivel de "parts of the body" a continuación les proyecta diferentes imágenes de niños y niñas donde se señalan 4 partes del cuerpo: head, shoulders, knees and toes. Posteriormente, les pone el video de la canción de esas partes del cuerpo.</li> <li>- Luego, los niños siguen viendo el video con la canción y la repetirán varias veces hasta aprender la coreografía.</li> </ul>	<p>Sala de video</p> <p>Speakers</p>	<p>20 min</p> <p>10 min</p>
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- Después de aprender la canción, los niños y la profesora juegan "Simon says" así: "Simon says touch your head" y las primeras veces la profesora le muestra a los niños de que parte del cuerpo habla, poniendo ella las manos en ese lugar, luego solo menciona la parte del cuerpo para ver que los niños si puedan identificarla.</li> </ul>		<p>10 min</p>